

**MICROTEACH I MARZANO INDICATORS**  
Copied from Learning Sciences International

**1. Providing Clear Learning Goals and Scales (Rubrics)**

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

**Teacher Evidence**

- ☐ Teacher has a learning goal posted so that all students can see it
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ☐ Teacher makes reference to the learning goal throughout the lesson
- ☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ☐ Teacher makes reference to the scale or rubric throughout the lesson

**5. Organizing the Physical Layout of the Classroom for Learning\***

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

**Teacher Evidence**

- ☐ The physical layout of the classroom has clear traffic patterns
- ☐ The physical layout of the classroom provides easy access to materials and centers
- ☐ The classroom is decorated in a way that enhances student learning:
  - Bulletin boards relate to current content
  - Students work is displayed

**6. Identifying Critical Information**

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

**Teacher Evidence**

- ☐ Teacher begins the lesson by explaining why upcoming content is important
- ☐ Teacher tells students to get ready for some important information
- ☐ Teacher cues the importance of upcoming information in some indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement

## 8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

### Teacher Evidence

- ☐ Teacher uses preview question before reading
- ☐ Teacher uses K-W-L strategy or variation of it
- ☐ Teacher asks or reminds students what they already know about the topic
- ☐ Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- ☐ Teacher has students brainstorm
- ☐ Teacher uses anticipation guide
- ☐ Teacher uses motivational hook/launching activity
  - Anecdotes
  - Short selection from video
- ☐ Teacher uses word splash activity to connect vocabulary to upcoming content

## 9. Chunking Content\*

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

### Teacher Evidence

- ☐ Teacher stops at strategic points in a verbal presentation
- ☐ While playing a video tape, the teacher turns the tape off at key junctures
- ☐ While providing a demonstration, the teacher stops at strategic points
- ☐ While students are reading information or stories orally as a class, the teacher stops at strategic points

## 12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

### Teacher Evidence

- ☐ Teacher asks students to summarize the information they have learned
- ☐ Teacher asks students to generate notes that identify critical information in the content
- ☐ Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- ☐ Teacher asks students to create mnemonics that organize the content

## 14. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

### Teacher Evidence

- ☐ Teacher begins the lesson with a brief review of content
- ☐ Teacher uses specific strategies to review information
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise

## 28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

### Teacher Evidence

- ☐ Teacher employs crisp transitions from one activity to another
- ☐ Teacher alters pace appropriately (i.e. speeds up and slows down)

## 29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

### Teacher Evidence

- ☐ Teacher describes personal experiences that relate to the content
- ☐ Teacher signals excitement for content by:
  - Physical gestures
  - Voice tone
  - Dramatization of information
- ☐ Teacher overtly adjusts energy level